

# Hambledon Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Hambledon Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

Hambledon Public School

Bali Drive

Quakers Hill, 2763

[www.hambledon-p.schools.nsw.edu.au](http://www.hambledon-p.schools.nsw.edu.au)

[hambledon-p.school@det.nsw.edu.au](mailto:hambledon-p.school@det.nsw.edu.au)

9837 3200

## School background

### School vision statement

Hambledon Public School is committed to providing a quality education for all students, where the school community works collaboratively to nurture the wellbeing of all individuals and ensure they engage in learning to maximise their educational outcomes.

### School context

Hambledon Public School serves a small part of the Quakers Hill Community. The school celebrated our 25th anniversary in 2019 and has grown to over 650 students. Over a third of our school student body identify as being from a language background other than English, and education is highly valued by our school community.

We have high expectations of our student, and our school motto "learning for life" inspires staff to equip students with the skills to learn and to adapt in an ever-changing world, and, at the same time, become "lifelong learners".

Student learning and wellbeing is a priority for Hambledon's dedicated and conscientious staff. A mixture of experienced and early career teachers provide purposeful and engaging learning activities which cater for all students.

As a Positive Behaviour for Learning (PBL) school, we focus on teaching students the expected behaviours they will need to succeed in the wider community.

Our School Learning Support Team(LST) provides support and guidance for students experiencing learning difficulties or requiring additional assistance. They additionally develop and implement extension programs and opportunities for identified gifted and talented students.

At Hambledon, we have constructed an environment which reflects the technological 21st century learning environment of today with a core focus on developing visible learners. Our learning programs are underpinned by John Hattie's Visible Learning and utilise an array of technology to enhance access to syllabus outcomes and to ensure students can plan their future learning, make informed and strategic decisions about the world around them and develop a passion for learning.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Students are engaged, self-motivated, successful learners

### Purpose

*Provide an engaging learning environment and culture which inspires and challenges students to become independent, self-regulated, learners who aspire to continually improve their own learning .*

*Assessment is used to direct, develop and deliver quality teaching programs that are responsive to the learning needs of each individual student.*

*The school will share a collective responsibility for student wellbeing and foster rich curriculum experiences which will support students to be risk takers, effective communicators, creative problems solvers and active learners and citizens.*

### Improvement Measures

TEN and L3 data to ensure 90% of students in Kindergarten to Year 2 achieve stage appropriate achievement.

80% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

100% of students and teachers will use learning intentions, success criteria, self assessments, and feedback to achieve personal curriculum outcomes.

Increase teacher, student and parent responses to learning culture and climate questions via Tell Them From Me Survey to be 3 points above the NSW Government Norm

### Progress towards achieving improvement measures

**Process 1:** Reform assessment processes to be flexible and formative so it improves student knowledge of criteria and enables evidence based judgements by teachers.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Staff developed assessments that were flexible and formative, ensuring that the individual needs of the students were met. These were developed in consultation with support teachers. The data collected from these assessments allowed teachers to make evidence based judgments by their teachers on student knowledge and understanding.</li></ul>	Teacher release to work with advisors.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Targetted funds (\$2000.00)</li></ul>

**Process 2:** Specifically teach students what constitutes a good learner to enable students to articulate and act on quality feedback and other learning focuses.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Through weekly lessons and discussions with the students it has given them the language and the skill set to be able to articulate in their learning what makes them as an individual a good learning and link this to their learning goals across the curriculum.</li></ul>	Teacher release to create scaffolds for lessons.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Targetted funds (\$2000.00)</li></ul>

**Process 3:** Enhance training for staff in visible learning, formative assessment and growth mindset to ensure this philosophy is embedded into teaching pedagogy.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Staff have used the principles behind visible learning to engage students to become actively involved in co joining their learning goals. This gives students ownership of their learning and a set of criteria to work towards to reach their goals.</li></ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>Support for beginning teachers (\$3500.00)</li></ul>

**Process 4:** Reform the process, and student knowledge of, assessments so teachers and students use assessment

## Progress towards achieving improvement measures

**Process 4:** criteria to improve learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Assessments are created to provide information for staff to guide student learning. This is done through explicit criteria that is used to develop individual as well as class learning goals.</li></ul>	

**Process 5:** Direct resources to create learning environments which are engaging and allow for differentiation in learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Through an extensive audit, each learning environment was equipped with the resources to create learning environments and allow for differentiation of the curriculum to cater for the learning needs of the students.</li></ul>	<ul style="list-style-type: none"><li>• Classroom resources</li><li>• Staffing</li><li>• Training</li></ul> <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Targetted school funds (\$25000.00)</li></ul>

## Strategic Direction 2

Culture of high expectations and quality teaching pedagogy

### Purpose

*For all teachers to have the capacity and commitment to identify, understand and implement effective and explicit evidence based teaching practice. based on data.*

*Teachers create collaboratively designed programs which have clear learning intentions, success criteria and quality feedback. Explicit literacy and numeracy content ensuring adjustments, differentiation and integrated technology are part of quality teaching practice.*

*To ensure all staff develop and deepen pedagogical knowledge and practice to empower teachers to be reflective educators. Professional learning opportunities which support personal and school based goals through the use of the Professional Teaching Standards.*

### Improvement Measures

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and student learning improvement is monitored, demonstrating growth. (SEF V2)

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (SEF V2)

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional teaching standards and PDPs to monitor specific areas for development or continual improvement (SEF V2)

All learning programs, assessment strategies and data collection will utilise technology skills with these being explicitly taught across the school.

All teachers understand and explicitly teach literacy and numeracy, in all subject areas, with success that can be measured by improved student progress and achievement data.

### Progress towards achieving improvement measures

**Process 1:** WALT and WILF and exemplars are integral to all focus lessons co constructed and communicated to students in child friendly language.

Monitor success and provide effective feedback to students and teachers.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Students are actively involved in co constructing their learning goals with their teachers. This is done across the school. Teachers monitor success jointly with the children and provide feedback to students to further support them in achieving their goals.</li></ul>	<ul style="list-style-type: none"><li>Staff were trained in visible learning</li><li>SeeSaw license whole school</li></ul> <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Targetted school funds (\$6000.00)</li></ul>

**Process 2:** Ensure all staff have the resources and strategies to accurately differentiate using the continuum / learning progressions

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Through working in stage teams, staff had a deeper understanding of the progressions and how they could be used to create learning goals for students and show the direction of where they need to be. This information is clearly articulated to student and parents through school interviews.</li></ul>	<ul style="list-style-type: none"><li>Staff training in the 'learning progressions'</li></ul> <b>Funding Sources:</b> <ul style="list-style-type: none"><li>School funds (\$3000.00)</li></ul>

## Progress towards achieving improvement measures

**Process 3:** Ensure collaborative practice by improving data collection and recording, assessment skills to improve learning and support the in depth identification of students' learning needs to ensure these are addressed and reported accurately.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Staff are regularly collecting data. This data is then entered on Markbook and the reading spreadsheets to ensure all students across the school are monitored. EAL/D teachers and LaST teachers access this data and liaise with teachers to ensure that the needs of identified students are met.</li> </ul>	<ul style="list-style-type: none"> <li>Staffing and team planning</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$5000.00)</li> </ul>

**Process 4:** Implement the revised Positive Behaviour for Learning changes to ensure all students, teachers and parents can articulate what a Hambleton citizen and learner aspires to achieve.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Students can articulate what a Hambleton citizen and learner aspires to achieve. This also has been linked with Visible Learning and individual learning goals. Parents and community members are informed of weekly expectations and encouraged to share these with their children. Signage around the school continually reminds students of what they should be aspiring to achieve.</li> </ul>	<p>Garden bed and PBL signage improved</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>P&amp;C funds (\$8000.00)</li> </ul>

**Process 5:** Support staff professional learning to ensure the full implementation of the new K–6 Science and Technology and Personal Development, Health and Physical Education Syllabus documents.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Staff have a deep understanding of both the science and technology and PD,H,PE syllabuses. A scope and sequence has been developed and in the process of reviewing the odd and even teaching cycle.</li> <li>Programs have been written to reflect the new syllabuses embedding learning goals, key inquiry questions and assessments.</li> </ul>	<p>Purchase of spheros, WeDo, Mindstorm and increase number of tablets and iPads.</p> <p>All rooms now converted to using Interactive panels</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>School targetted funds (\$80000.00)</li> <li>P&amp;C (\$10000.00)</li> </ul>

### Strategic Direction 3

Foster a community which values and engages in learning

#### Purpose

*To foster a culture of high expectations and community engagement to promote wellbeing and ensure a positive attitude towards learning.*

*Enhanced partnerships through parent and community learning, leading to increased student and parent engagement in the learning process.*

*Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school's plan's strategic directions and meet the school's improvement measures.*

#### Improvement Measures

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders ( SEF V2)

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Staff understand what they need to do to help address the school plan's, strategic directions and meet the school's improvement measures. (SEF V2)

The school engages in strong collaborations between parents, students and the community that inform and support community of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF V2)

#### Progress towards achieving improvement measures

**Process 1:** Utilise a wide variety of communication strategies to engage and elicit feedback from parents.

Provide parent/carers with opportunities to visit and engage with innovative practices e.g. STEM, L3, TEN and coding

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Staff have actively engaged the school community and parents through sessions where parents can learn about TEN and L3 and engage in practical sessions involving coding and robotics. This has allowed the community and parents to have an understanding of the practical and innovative aspects of education at Hambledon.</li></ul>	<p>Catering</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>Targetted school funds (\$200.00)</li></ul>

**Process 2:** Leadership development of all staff to enable teachers and executive to increase their skills and confidence to lead students, staff and school community members.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Teachers and aspiring executives have increased their leadership skills to lead students, staff and community members. Student outcomes have been achieved as well as higher levels of parent engagement.</li></ul>	<p>Training and teacher release.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>Quality Teaching, Successful Students (QTSS) (\$5000.00)</li><li>Targetted school funds (\$8000.00)</li></ul>

**Process 3:** Enhance and continue to grow pre school, primary and high school networks as well as work with external agencies to enhance student learning and ensure a smooth transition for all stakeholders at these key points.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<ul style="list-style-type: none"><li>Through these continued positive relationships with the local preschools, primary schools, high school and external agencies student learning has been at the forefront ensuring that each child has a smooth transition from preschool to primary school and from primary school to high school. Stakeholders have been well informed of the processes and are actively involved in each step in the process.</li></ul>	<p>Teacher release</p> <p>Catering</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>Socio-economic background (\$4000.00)</li><li>Targetted school funds (\$500.00)</li></ul>

**Process 4:** Embed the ethos of a community of learners by participating in professional learning networks across other schools and learning communities to improve school practices.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Staff are more confident in improving school practices through the collegial relationships they have developed with staff across the QHLC. These relationships have allowed staff to further develop their leadership skills, sharing best practice and ideas to improve student outcomes. The QHLC has also given staff the opportunity to explore areas of leadership through opportunities in presenting.</li></ul>	<p>Targetted school funds</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>Targetted school funds (\$2000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Teacher support in classrooms</p> <p>NAIDOC Performer</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$20 521.00)</li> </ul>	<p>Students who are identified have a Personal Learning Plan (PLP). Learning and social goals were designed in consultation with parent/caregivers. Students are making progress in achieving their goals in Literacy and Numeracy. Funding has been used to support students to access the curriculum to meet their goals.</p>
<b>English language proficiency</b>	<p>Cultural infusion performance</p> <p>Teacher support in classrooms increased as well as small group and individual withdrawal.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$144 709.00)</li> </ul>	<p>The EAL/D team support students in classes, small groups and one on one for new arrivals. The EAL/D team put together resources to support students and their teachers to ensure student learning goals were being met.</p>
<b>Low level adjustment for disability</b>	<p>Additional teacher support for learning support and SLSOs employed to support vulnerable students.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$163 172.00)</li> </ul>	<p>Student learning support offices are employed to support students with their learning and social skills. The Learning and Support team meet on a fortnightly basis to review student learning adjustments and therefore, adjust timetables and support groups to continually meet the ever changing needs of the students and their needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Teacher release to support executive, mentor and lesson observations</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$126 339.00)</li> </ul>	<p>Executive release time was allocated to allow executive members to support their staff and provide additional support when required. A flexible timetable was constructed where staff good book time to observe fellow peers, this was linked to their Professional Development Plan (PDP) goals.</p>
<b>Socio-economic background</b>	<p>Teacher release time, L3 and TEN training</p> <p>SLSO time to support vulnerable students</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$54 684.00)</li> </ul>	<p>Student learning and support officers were employed to support student learning in literacy and numeracy.</p>
<b>Support for beginning teachers</b>	<p>Teacher release – casuals</p> <p>L3 and TEN training</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$35 250.00)</li> </ul>	<p>Beginning teachers were given addition release time This time was used to support them in their programming an planning, writing IEPs, report writing, observing teachers an working with their mentors.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	323	340	342	370
Girls	299	306	311	335

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	94.5	95.2	94.3
1	94.2	93.2	94.2	94.3
2	94.2	94.8	95.3	93.4
3	95.5	93.2	94.1	93.1
4	93.8	94.6	93.6	93.8
5	94.9	94.3	94.3	93.1
6	93.6	94.5	94.2	93.5
All Years	94.6	94.2	94.4	93.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	27.55
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	4.26

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	880,483
<b>Revenue</b>	6,046,947
Appropriation	5,719,688
Sale of Goods and Services	34,577
Grants and contributions	282,637
Investment income	9,745
Other revenue	300
<b>Expenses</b>	-6,003,225
Employee related	-5,270,680
Operating expenses	-732,544
<b>Surplus / deficit for the year</b>	43,723

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	100,227
<b>Equity Total</b>	385,066
Equity - Aboriginal	19,521
Equity - Socio-economic	54,684
Equity - Language	144,709
Equity - Disability	166,152
<b>Base Total</b>	4,645,590
Base - Per Capita	153,219
Base - Location	0
Base - Other	4,492,371
<b>Other Total</b>	459,392
<b>Grand Total</b>	5,590,275

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

### Parents

In 2019, Hambledon Public School engaged their community through the Tell Them For Me Survey, providing all community members with the opportunity to give feedback. The survey was linked to the school website, newsletter, school app and facebook page.

The survey results indicated that the community were happy with our communication structures we have in place to communicate student performance. School reports, Informal meetings and formal interviews parents found most useful with 80% satisfaction. The school newsletter and social media continue to provide the community with the most up to date information and 79% of the community find this useful and informative. Our community are very happy with the school and accessibility, our survey indicating that our community would strongly recommend our school to other families and that our school is well maintained and physically welcoming. Overall, the Hambledon community were very satisfied with the school, how we communicate with them and our physical environment.

### Students

Students from Years 4 to 6 were given the opportunity to participate in the Tell Them for me Survey and we had a 100% uptake in this survey

Students overall were very satisfied with the opportunities, learning environments and teaching at Hambledon Public. 84% of students in most lessons believe that teachers set clear goals and that they know what is expected of them. Students indicated that most of the facilities around the school are clean and well looked after. 77% of students agree that they try to do their best at all times and improve on their learning.

### Teachers

Teachers were given discussion questions in groups to discuss their thoughts and views as well as their satisfaction at Hambledon, also the People Matter survey. Teachers are satisfied with the school environment and are well equipped with resources to teach their children. They felt supported in their teaching and professional development to achieve accreditation and ensure that their students needs are being met.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.